

# Chigwell Primary Academy

Mandir Lane, Chigwell, Essex IG7 6ED

## Inspection dates

9–10 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have shown an absolute determination to improve all aspects of the school's performance since the school opened. They are ambitious about what pupils can achieve.
- Leaders have a clear understanding of the needs of the school. This has enabled them to systematically introduce initiatives which lead to rapid improvement.
- Outcomes at the end of each key stage have risen substantially. Pupils' work across the school is of a high standard. Consequently, pupils are well prepared for the next stage in their education.
- Governors have worked effectively with leaders to ensure that educational standards continue to rise. They are properly informed about teaching and learning. They support leaders well and hold them to account.
- The quality of teaching is good because leaders ensure that staff receive the right professional support and training. They work very well in partnership with the trust, which provides timely and effective support.
- Teachers plan exciting learning activities which motivate pupils to produce their best work.
- Pupils enjoy school and the great majority attend regularly. As one pupil said, 'School is one of my most favourite places to be.' They feel safe and trust staff to look after them well. They are polite, well behaved and keen to do well.
- Early years provision is good. Children make rapid progress throughout the Reception Year, ensuring that they are ready for learning in Year 1.
- Assessment systems in the wider curriculum, other than in mathematics and English, are not well developed. As a result, leaders are not yet precisely identifying the next steps for pupils' learning in these subjects.
- Middle leadership is not yet fully developed in the school. Consequently, the work of middle leaders is not yet as effective as that of senior leaders in improving standards.
- Most parents and carers are positive about the school and recognise the improvements made in recent years. Some, however, have a range of concerns, including the information they receive about the curriculum and the effectiveness of homework.

## Full report

### What does the school need to do to improve further?

- Develop assessment in subjects other than English and mathematics so that:
  - pupils know how well they are doing
  - teachers can plan for appropriate next steps for each pupil's learning.
- Further establish and enhance the roles of middle leaders, so that they add ongoing capacity and support to senior staff, to continue to raise standards.
- Improve communication with parents about their concerns, and provide them with more information about the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and governors have worked resolutely in partnership with the trust to bring about rapid improvement to all areas of the school's performance. Staff and pupils share high expectations and exemplify the school's values of 'Respect, Responsibility, Resilience'.
- As a result of systematic monitoring, senior leaders have a clear understanding of the school's strengths and what needs to improve. Where required, they take prompt and appropriate action, and bring secure improvements when they do so, for example in safeguarding and in the quality of teaching.
- Senior leaders and teachers jointly track the progress of pupils to check that individual needs are met. This ensures that timely support is given if pupils start to fall behind. For example, some pupils receive interventions in small groups to address specific areas of difficulty. As a result, standards are rising rapidly across the school for all pupils, including those who are disadvantaged.
- As the school awaits extensive building work and refurbishment, leaders are determined that educational standards do not slip. They ensure, for example, that vibrant displays continue to celebrate pupils' work, and that the school is an orderly and tidy environment.
- Leaders and governors are uncompromising in ensuring that teaching is of a consistently high quality. For example, when new teachers are appointed, they receive support from a mentor from the trust so that they quickly become familiar with school policies and the most effective teaching strategies. All staff receive regular training in line with the school's improvement priorities. As a result, there is a strong learning culture in the school which encourages teachers to share best practice and to learn from each other. Teachers are very appreciative of these professional development opportunities.
- Staff overwhelmingly support the direction set by the executive headteacher. They are excited to be working in the school and proud of the improvements they have made so far. Morale is high.
- Leaders use pupil premium funding well to support the progress of the small number of disadvantaged pupils in the school. Governors monitor how well these pupils are doing, and effectively hold leaders to account for demonstrating the impact of financial decisions. As a result, the attainment of disadvantaged pupils is good, and their progress is improving.
- Effective leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities ensures that funding is used well. Regular reviews of pupils' progress result in interventions being adapted to suit individual needs. Consequently, most pupils make good progress.
- The use of additional funding to support sports and physical education (PE) is effective. Pupils across the school benefit from lessons with specialist teachers. For example, during the inspection, pupils were observed making rapid progress in specific techniques used for overarm bowling. At lunchtimes, pupils value opportunities to join

in organised games, such as dodgeball, with a sports coach and enjoy keeping fit.

- The well-designed curriculum provides exciting learning opportunities across a wide range of subjects which carefully link together to deepen learning. For example, pupils in Year 5 and Year 6 used the topic of Antarctica to develop their knowledge, skills and understanding in geography, science, history and English. The work produced was of a high standard, reflecting well-developed writing skills.
- The high-quality learning activities within the curriculum routinely contribute to pupils' spiritual, moral, social and cultural growth. Pupils are invited to be curious, to understand the behaviour and values of others without necessarily agreeing with them, and to empathise with historical and living characters.
- Pupils are well prepared for life in modern Britain. Through lessons, assemblies and at breaktimes, leaders ensure that pupils learn important values, such as respect for others and acceptance of those who are different. They are well supported in managing their own behaviour. Leaders successfully promote a sense of responsibility for helping others through taking part in charity events throughout the year. They ensure that pupils have the opportunity to be involved with the local community, such as the local group developing the new Hindu temple adjacent to the school.
- Most of the parents who responded to Ofsted's online questionnaire, and who talked to inspectors, are happy with the school's work. Some praised leaders about the improvements made since the last inspection.
- A minority of parents, though, raised concerns, most notably about homework. Leaders provide some information about the school's work, for example through exhibitions of home learning. However, leaders acknowledge that they provide insufficient details about the curriculum for parents to support their children effectively at home.
- While senior leadership is a strength in driving up standards in the school, middle leadership is not as well developed. For example, subject leaders' roles have not been fully established. As a result, middle leadership is not as fully effective in supporting senior leaders as it could be.

## **Governance of the school**

- Governance is strong. Governors have made a significant contribution to the rapid improvement of the school since its last inspection.
- Governors have forged good relationships with staff. As a result, they are welcomed into school in order to see the school's work for themselves. This ensures that they know the school well.
- Governors are fully aware of their responsibilities with regard to checking how well the school is doing. For example, as well as considering information at meetings, they talk to pupils and teachers about their work.
- Governors are well informed about the achievement of different groups of pupils in the school and are confident to challenge leaders.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority for leaders and governors. They ensure that the appropriate checks are made on staff and volunteers to prevent unsuitable people working in the school. They ensure that staff at all levels receive appropriate training so that they know what to look out for and what to do if they are concerned about a child. As a result, staff at all levels are confident to safeguard pupils from harm.
- Safeguarding records are well maintained and organised. Leaders are meticulous in ensuring that concerns are followed up and resolved. They refer concerns as appropriate to the local authority. The school works well in partnership with external agencies for the protection of children.
- Most parents who completed the online questionnaire agree that pupils are safe and that school staff look after their children well.

### Quality of teaching, learning and assessment

**Good**

- Teachers in all key stages plan interesting lessons which capture the interests and imagination of pupils. Teachers plan activities that build on what pupils already know and can do. Through this high-quality, well-structured planning, pupils learn and develop knowledge and skills over time. As a result, pupils listen attentively, learn well and make good progress.
- Teachers ensure that pupils have opportunities to practise and apply the skills they are learning across subjects. This is especially successful in developing pupils' writing skills. For example, older pupils used their knowledge of the structure of a ship, particularly the accommodation arrangements, to write a recount of their 'experience' on board the Titanic, using new words such as 'steerage' and 'first class'.
- Teachers' subject knowledge enables them to check pupils' understanding and to identify what each pupil needs to learn next. Some specialist subjects, such as PE and music, are taught by specialist teachers, ensuring that pupils benefit from additional expertise. Pupils are very keen to take part in these lessons; as one said, 'Music is really good fun and we learn about all the musical elements like loud and soft and upbeat.'
- Teachers take deliberate action to ensure that pupils extend their technical vocabulary across different subjects. This enables pupils to express themselves precisely and to listen with increasing understanding. In an art lesson, for example, when learning how to use different types of shading in pencil drawings, the use of new words, such as 'stippling', 'graduation' and 'cross-hatching', provided a shared language for discussing and improving their work.
- Teachers use assessment well in English and mathematics. They identify which pupils are falling behind and ensure that they are well supported in catching up. For example, a pupil in key stage 1 showed good understanding of division in a problem-solving task, but struggled to record it. The teacher's timely intervention ensured that this was rectified. However, the assessment system in other subjects is not as well developed. This makes it difficult for teachers to describe in sufficient detail how well each pupil is doing, and what they need to learn next.
- Teachers expect pupils to apply themselves well and to work with positive attitudes.

They establish routines which pupils understand, such as the 'chilli challenge' system where pupils select, for example, 'warm' and 'hot' tasks to challenge themselves. Teachers guide pupils well in ensuring that they can give clear rationales for their choices. For example, as one pupil said, 'I did the easier one first because I wanted to check that I understood it, and then I went on to the harder one.'

- Teachers ensure that pupils' reading, writing and mathematics are developed well, both in separate lessons and across different subjects. The teaching of phonics is effective and helps pupils to develop their early reading and writing skills. It contributes well to pupils' spelling.
- Teachers give pupils purposeful opportunities to develop their curiosity and build their knowledge through activities which are linked to their topics, including through homework activities. Teachers also give suitable spelling and mathematics work in line with the school policy. Home learning is popular with all the pupils spoken to during the inspection. One pupil said, 'I like the fact that you can make different things' and another that 'I like doing something with someone else at home.' However, some parents are less enthused by the quality and consistency of the school's homework procedures.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their work. They are curious and enjoy learning about new things.
- Pupils feel safe and trust the adults in the school to look after them. They are confident that most pupils behave well. Pupils say that there is little bullying and that staff deal with any bullying well. As one pupil said, 'It is all sorted out the second it starts.' However, a minority of parents disagree.
- Pupils have a good understanding of how to keep safe and healthy. They were keen to discuss with inspectors the importance of online safety and showed a good understanding of the potential risks, such as talking to strangers or giving your personal details.
- Pupils enjoy lunchtimes. They very much like school meals. They say that lunchtime staff are keen for them to eat healthily and to stay healthy through exercise on the playground. They appreciate the wide range of activities on offer.
- Pupils enjoy volunteering to undertake different responsibilities, such as helping in the dining room at lunchtimes. As one pupil said, 'Teachers do a lot for us and we like to give something back.'

### Behaviour

- The behaviour of pupils is good.
- The great majority of pupils have positive attitudes to their learning and are confident

to tackle tasks they find challenging. They are resilient and willing to use their reasoning to solve problems, such as in mathematics and science. They are well motivated and want to do well. Pupils were keen to talk to inspectors about their achievements and most were overwhelmingly positive about the school.

- The school is an orderly community. Pupils respond well to the high expectations of adults, and conduct themselves well, including when not under direct supervision.
- Pupils are supervised well at lunchtimes and breaktimes. They comply well with the school's behaviour policy which staff implement consistently across the school.
- Pupils enjoy coming to school and attendance is good. Leaders rightly take effective action to ensure that the small group of pupils with low attendance are well supported.
- Most pupils arrive to school on time, ready and eager to learn.

### Outcomes for pupils

**Good**

- Published attainment and progress information for the past two years shows that there was a substantial rise in standards in all key stages in 2017. Attainment in key stage 2, in particular, was high in reading, writing and mathematics and above the national average. Since 2016, pupils have made increasing rates of progress, especially in mathematics. In 2017, Year 6 pupils made good progress from key stage 1 to key stage 2.
- The work of current pupils across the school demonstrates that the improvements in standards seen in 2017 are being sustained. Pupils in all year groups are making consistently strong progress in a wide range of subjects, including in English and mathematics. Standards in reading in key stage 2 are on track to further improve in 2018.
- Pupils who have SEN and/or disabilities make good progress from their individual starting points. This is because leaders and teachers carefully track pupils' learning and quickly adapt interventions when pupils are not making enough progress. Teachers and teaching assistants include pupils well in lessons, and care is taken to ensure that their work is appropriately modified to ensure that they succeed alongside others.
- The great majority of pupils across the school who speak English as an additional language are making strong progress. They are attaining high standards in reading, writing and mathematics.
- Pupils enjoy reading and talk enthusiastically about the books they most like. As the result of a consistent and effective approach to the teaching of reading, pupils have a wide range of opportunities to read in school and to develop their skills daily. Most pupils reach the expected standard in the Year 1 phonics screening check, with numbers rising over the past three years. There are good opportunities for younger pupils to apply their phonics skills to their writing, which is of a high standard.
- The most able pupils are well challenged. A high proportion exceeded the expected standards in the Year 6 tests in 2017, especially in mathematics. Pupils say that work is rarely too easy, and that there is always more challenge available. As one pupil said, 'We are always pushed to our limits.'
- Pupils in all key stages benefit from a broad curriculum and clearly enjoy their learning

in subjects such as science, history and music. The standard of work in their books is high.

- Where pupils take advantage of the opportunities for home learning, they further develop good study skills which contribute well to their self-assurance and pride in their achievements.
- While most disadvantaged pupils attain the standards expected for their age, published progress information for the past two years shows that their progress has been slower than that of other pupils. However, as a result of a concerted focus on this group, those currently in the school are now making good progress.
- The great majority of pupils are well prepared for the next stage of their education. By the end of key stage 2, they have secured the required standards in reading, writing and mathematics and have developed positive attitudes to learning.

### Early years provision

**Good**

- Children in the Reception class are making rapid progress. This is because adults know each child very well and carefully plan interesting learning activities which best meet their needs. Consequently, children are well prepared for Year 1.
- There was a substantial rise in the proportion of children who reached a good level of development in 2017. Similarly, the proportion who exceeded the standards expected of them in reading, writing and mathematics rose. This picture is set to continue.
- Leaders regularly monitor provision in the early years to ensure that any areas for improvement are quickly addressed. They welcome advice from the trust and are keen to adapt provision as appropriate.
- Adults look after children well. They show care and concern for each child and ensure that safeguarding arrangements are effective.
- Pupils receive good learning opportunities in the Reception class. Children benefit from a balance of activities led by adults and those they can choose for themselves.
- Teachers and teaching assistants ensure that there is plenty of opportunity to develop the children's early reading, writing and mathematical skills. The teaching of phonics is effective and children are constantly encouraged to apply their developing knowledge. For example, in work linked to a well-known story, adults supported children well in reading the words they were not sure of, and encouraged them to write sentences, with good attempts at spelling. Writing in the Reception class is of a particularly high standard.
- Assessment of children's progress is accurate and effective. Teachers and teaching assistants routinely use observations to assess how well each child is learning and developing. They use this information to plan activities which will capture children's imagination while meeting their learning and welfare needs. The school works closely with external agencies to ensure that additional needs are met effectively.
- Adults are keen to provide stimulating activities, both inside the classroom and in the outdoor area, which will draw upon children's interests. For example, in one session, a child decided to plant a cutting in a sand bucket. The next day, children were invited to plant beans in soil. Teachers and teaching assistants used skilful questioning to extend children's understanding of caring for living plants. They take care to enhance provision



through additional opportunities, such as seeing eggs hatching in the spring. As a result, children are highly motivated and enjoy coming to school.

- Behaviour is good. Children are polite and respectful. The Reception class is a calm and happy place to be.
- Parents are welcomed into school and encouraged to be involved in their children's education, such as through home learning. They can find out about their children's progress through the online shared area. Parents were very complimentary during the inspection about the strong start their children are getting in the Reception class.

## School details

Unique reference number	141869
Local authority	Essex
Inspection number	10046596

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	Board of trustees
Chair	Stuart Norman
Executive headteacher	Elaine Brook
Telephone number	020 8500 2666
Website	<a href="http://www.chigwellprimaryacademy.co.uk">www.chigwellprimaryacademy.co.uk</a>
Email address	<a href="mailto:mainoffice@chigwellprimary.essex.sch.uk">mainoffice@chigwellprimary.essex.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Chigwell Primary Academy is an average-sized primary school and converted to an academy in September 2015. The school is part of the REAch2 Academy Trust, which is the main governing body with legal and strategic responsibilities for all REAch2 schools. The local governing body focuses on the day-to-day responsibilities.
- The proportion of pupils eligible for the pupil premium is below the national average.
- Approximately half of the pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils who receive SEN support, who have a statement of special educational needs, or an education, health and care (EHC) plan, is well below the national average.
- A breakfast club operates within the school. This provision was not part of the inspection as it is not managed by the school and is inspected separately.

- In 2017, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- The inspectors observed learning in lessons and parts of lessons in all classes, jointly with the senior leaders. They scrutinised a variety of pupils' work in every class jointly with the executive headteacher, talked to pupils about their learning during lessons and listened to pupils read.
- The inspectors observed behaviour on the playground over the two days of the inspection.
- The inspectors held meetings with the executive headteacher, middle leaders, school office staff, teachers and pupils. They met with governors and had a discussion with the regional director of the trust.
- The lead inspector took account of the 78 responses to Parent View, Ofsted's online questionnaire. She considered the free-text messages provided by 19 parents, and discussions with parents on the playground. She also considered the results of the staff and pupil surveys undertaken at the time of the inspection.
- A wide range of documentation was evaluated by the inspectors, including the school's self-evaluation, plans for improvement, and the school's current performance information. The inspectors scrutinised the checks that the school does to ensure the suitability of adults to work with children, and leaders' records of behaviour, child protection and safeguarding.

## Inspection team

Judith Sumner, lead inspector

Ofsted Inspector

Annie Hookway

Ofsted Inspector

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